



Technology and Learning Connections

# *TIPS 2017*

## *AT IN THE CLASSROOM*

### *TRAIN THE TRAINER*



TLC-MTSS



FIMC-VI



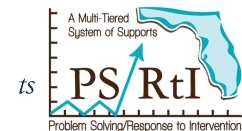
RMTC:DHH  
OSBD



FDLRS



LATS

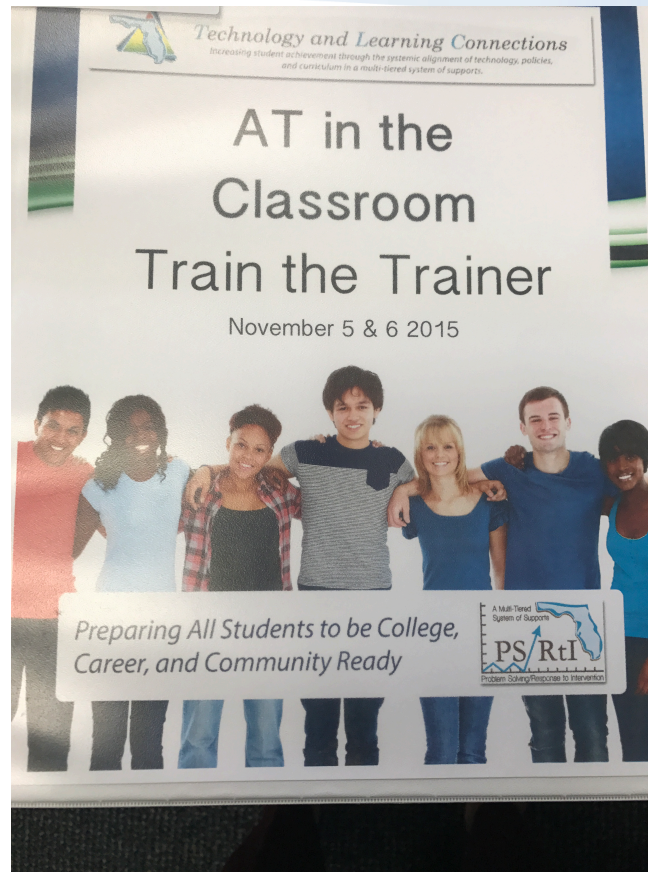


# Training presentation & resources





# Notebook



<http://atc-fltlc.wikispaces.com/>

# Section 1



## Flyer

### Items to print for participants

- Agenda
- Participant Power Point
  - Exploration Guide
  - AT Brochure
- AAC Demo – observation guide
- Writing Demo – perceptions activity

**XXXXXX County Schools**  
**Date**

***AT in the Classroom***

Agenda

- 8:00 Registration
- 8:30 Welcome
- 8:45 What is Assistive Technology?
- 9:00 AT Consideration & Continuum
- 9:30 District Policies & Procedures
- 10:00 Break
- 10:15 AT Hands-on Exploration & Share Out  
(7 to 8 minutes per table)
- 11:30 Lunch
- 12:30 AAC Middle School Demonstration
- 1:30 Writing Demonstration
- 2:30 Putting the Pieces Together – Case Studies
- 3:00 Self Determination
- 3:15 Wrap-up/Feedback/Paperwork

# ATC Flyer



*Technology and Learning Connections*

## Assistive Technology (AT) in the Classroom

For many students with disabilities, assistive technology (AT) is critical to ensuring participation and progress in the general curriculum. The **Assistive Technology in the Classroom** training will provide an overview of various types of assistive technologies and how to assist students in selecting, obtaining, and using assistive technology to increase engagement in instructional activities. This training is designed for teachers, therapist and support staff that support students in all educational environments.



### Workshop Highlights

#### Participants will understand:

- what assistive technology is
- how assistive technology can support student engagement
- how to support a student in the selection and use of assistive technologies

#### Intended Audience

- ESE Teachers
- General Ed Teachers
- Paraprofessionals
- Therapists
- Support Staff

Locations	Dates

Registration link for the *Assistive Technology in the Classroom Statewide Training Series*

For additional information contact

# Participants Power Point



## Assistive Technology

AT is "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities."

(IDEA 2004, Section 602)

## Assistive Technology Services

➤ ...any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device.

➤ This includes: evaluating, purchasing, selecting, acquiring, training, designing, fitting, customizing, maintaining, repairing, etc.

➤ Who do you think does this?



"When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well. It may need fertilizer or more water or less sun. You never blame the lettuce."

Thank You! Thank,  
Peace in Every Step

## School Support Team



## School Support Team

- STUDENT
- Teachers
- Family members
- Occupational Therapist
- Physical Therapist
- Behavior Therapist
- Speech Pathologist
- Teacher of Visually Impaired
- Teacher of Deaf/Hard Hearing
- Local Assistive Technology Specialist (LATS)
- School AT Contact
- Paraprofessionals
- School Administrators



## Assistive Technology and Individuals with Disabilities Education Act (IDEA)



Requires that Assistive Technology (AT) must be considered as part of the IEP developed for each student that is eligible for Exceptional Student Education. (§300.308)

**TIP – Print in Black/White or Grayscale**

# Exploration Guide



## Classroom Activities – Hands on

- #1 Reading
- #2 Writing/Research
- #3 Math
- #4 Planning Goal Setting
- #5 Cooperative Learning
- #6 Organization & Self-Regulation



**TIP – printing front to back with or without 2<sup>nd</sup> blank page**



*Assistive technology eliminates barriers, enhances capabilities, and allows a person with a disability to do the things that we might take for granted in life. It builds upon a person's skills and strengths to assist them in gaining access to their curriculum.*

**Any student who has a 504 Plan or Individualized Education Plan (IEP)...**

### How does the team determine the need for assistive technology?

### What makes AT--- assistive technology?

**Who should we contact for more information?**

Approach your child's case manager or contact your ESE District Office for more information about the procedures in your area for assistive technology supports.



# AAC Demo Observation Forms



## Student A

Was the device used appropriately?
Was the device cumbersome in any way?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student C

Was the device used appropriately?
Was the device cumbersome in any way?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student E

Was the device used appropriately?
Was the device cumbersome in any way?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student B

Was the device used appropriately?
Was the device cumbersome in any way?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student D

Was the device used appropriately?
Was the device cumbersome in any way?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student F

Was the device used appropriately?
Was the device cumbersome in any way?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.



**TIP – you should only need to print 6, cut each sheet in half.**



# Writing Demo – Perceptions Activity



Perceptions: Old vs. New

1	Research evidence does not exist demonstrating that writing with symbols is a necessary developmental first step supporting the development of writing skills for students with significant disabilities.	Old / New
2	Reading skills occur before writing skills.	Old / New
3	Symbol writing (pictographic writing systems) leads to conventional writing.	Old / New
4	Typically developing children write hundreds, if not thousands of times before becoming conventional writers.	Old / New
5	Spoken communication isn't needed during writing	Old / New
6	Exposure to the alphabet through meaningful writing opportunities facilitates the acquisition of early literacy skills.	Old / New
7	Students should show prerequisite literacy skills such as letter formation, phonemic or phonological awareness, or sound symbol connections.	Old / New
8	For students with significant disabilities, writing skills will be acquired if we teach them in simple, isolated tasks.	Old / New
9	Through repeated meaningful writing opportunities, writing skills may be observed in students with significant disabilities before reading skills.	Old / New
10	Early writing should be conventional.	Old / New
11	Research has shown that students with significant disabilities can make positive gains in writing when provided with consistent, strategy-based instruction.	Old / New
12	Work on fine motor skills leads to conventional writing skills.	Old / New
13	Many students with disabilities have lifelong fine motor constraints that inhibit the ability to produce legible text with ease. Fine motor activities (e.g. copying and tracing) do not enable students to learn that writing is a form of communication.	Old / New
14	The cognitive, in-the-head process of learning to read and write is the same for all individuals	Old / New
15	Older students cannot acquire writing skills.	Old / New
16	Beginning readers frequently read aloud during sustained silent reading because they have not yet developed their inner voice.	Old / New
17	Adults with significant disabilities who are introduced to systematic writing instruction are developing conventional writing skills.	Old / New
18	Conventional writing is not possible.	Old / New

# Power Point



<http://atc-fltlc.wikispaces.com/Trainer>

# Exploration Activity Stations



- File Folder and Zippered Bag for each station
- All file folders are in Box 1
- All zippered bags are in Box 2
- Devices are in Pelican 3 or 4 - boxes are organized based on weight and protection.
- All devices will have new batteries. Extra batteries are provided and are in Box 1 if needed.
- All devices have been tested prior to shipping.

# Exploration Activity Stations



## Activity #1 Reading – Pre-K Level

- The Grouchy Ladybug
- Tech Speak Overlay for The Grouchy Ladybug
- Build a Sentence for Grouchy Ladybug
- RAAP card
- Action Dictionary



# Exploration Activity Stations



## Activity #2 Writing & Research

- Surface Tablet w/ Co:Writer Universal
- Rock Adapted Joystick
- Quick Talker 12 w/ Comprehension Overlay
- Edit & Revision Samples booklet



# Exploration Activity Stations



Activity #3 Math

Activity #4 Planning & Goal Setting



# Exploration Activity Stations



## Activity #5 Cooperative Learning

- iPod Touch w/ Bluetooth keyboard
- Remember the Milk App
- Predicable writing chart
- Big Keys Keyboard



# Exploration Activity Stations



## Activity #6 Organization & Self-Regulation

- PowerLink w/ small fan





# AAC - Demonstration



## AAC – Middle School Science



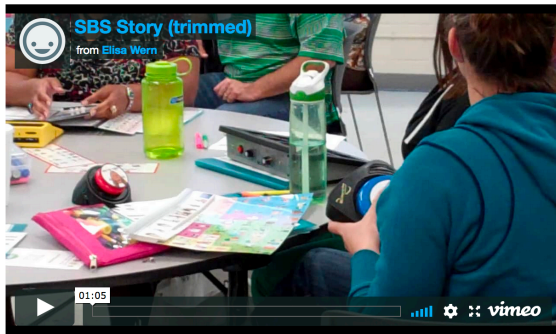
TIP – you will need to bring a clear bowl or tub

# AAC Demo

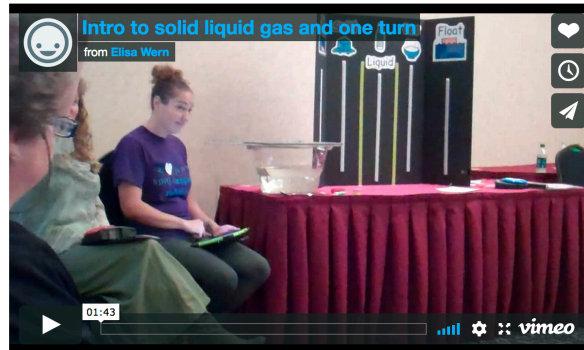


<https://at-udl.com/library/communication-resources/>

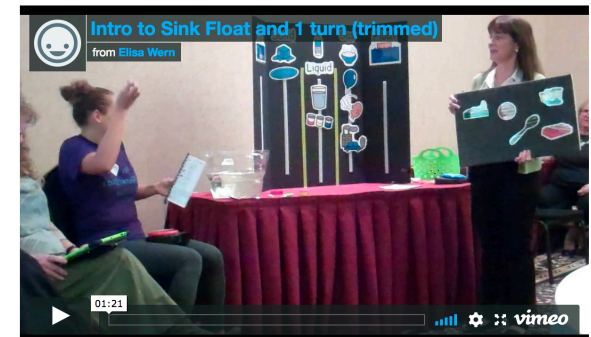
## FIRST – STEP BY STEP STORY FOR BACKGROUD KNOWLEDGE



## SECOND –SOLID/LIQUID/GAS



## THIRD – SINK/FLOAT



# AAC Demo Observation Forms



## Student A

Was the device used appropriately?
Was the device cumbersome?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student B

Was the device used appropriately?
Was the device cumbersome?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student C

Was the device used appropriately?
Was the device cumbersome in any fashion?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student E

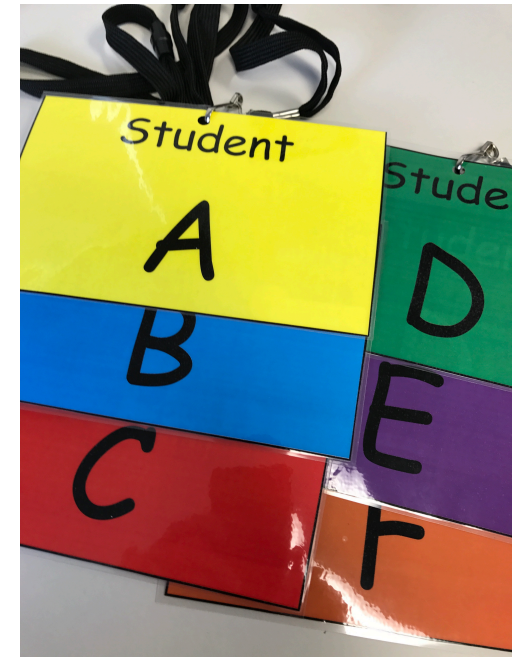
Was the device used appropriately?
Was the device cumbersome in any fashion?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student D

Was the device used appropriately?
Was the device cumbersome in any fashion?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.

## Student F

Was the device used appropriately?
Was the device cumbersome in any fashion?
Did the student have success communicating with their device?
What issues did you notice?
Any additional observations of your student or whole group.



# AAC Demonstration TIPS



## AAC Demonstration (23 items)

### Inventory List

- Quick Talker 1 (3)
- Display Board
- Mini Display Board
- States of Matter Book
- Communication Book
- TechSpeak Science Overlay
- Tech/Talk Solid/Liquid/Gas Overlay
- States of Matter Symbols
- Bag for States of Matter Symbols
- Single Message Device Symbols
- Laser Pointer (3)
- Pencil Pouch with Play-doh, Lego Block, Marker, Spoon, Rock
- Demonstrator Tags (6)
- Inventory List with Setup Picture

### File Folder List (Box 1)

- States of Matter Book
- Communication Book
- TechSpeak Science Overlay
- Tech/Talk Solid/Liquid/Gas Overlay
- Pencil Pouch with Play-doh, Lego Block, Marker, Spoon, Rock
- Inventory List with Setup Picture

### Remaining Items List

- Quick Talker 1 (3) (Pelicans 3 & 4)

### Zippered Bag List (Box 2)

- Liquid/Solid/Gas Symbols
- Bag for Liquid/Solid/Gas Symbols
- Single Message Device Symbols
- Laser Pointer (3)
- Demonstrator Tags (6)

### Display Boards (Box 5)

- Display Board
- Mini Display Board

# AAC Demonstration TIPS



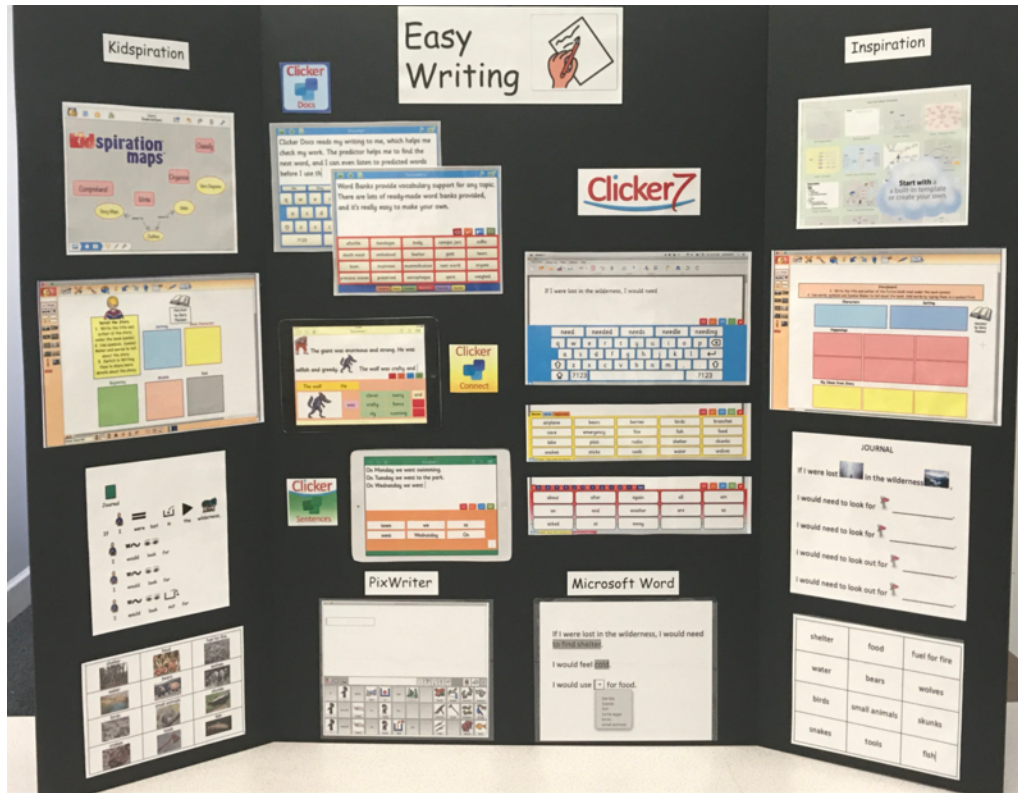
- Set up 6 chairs at lunch
- Pull AAC devices from Exploration Stations – change overlays and switch setting to level 6
- Place 1 device on each chair
- Place 1 student demonstration tag on each chair
- Record States of Matter story on Step-by-Step
- Place a few of the laser pointers & Quick Talker 1's in audience.



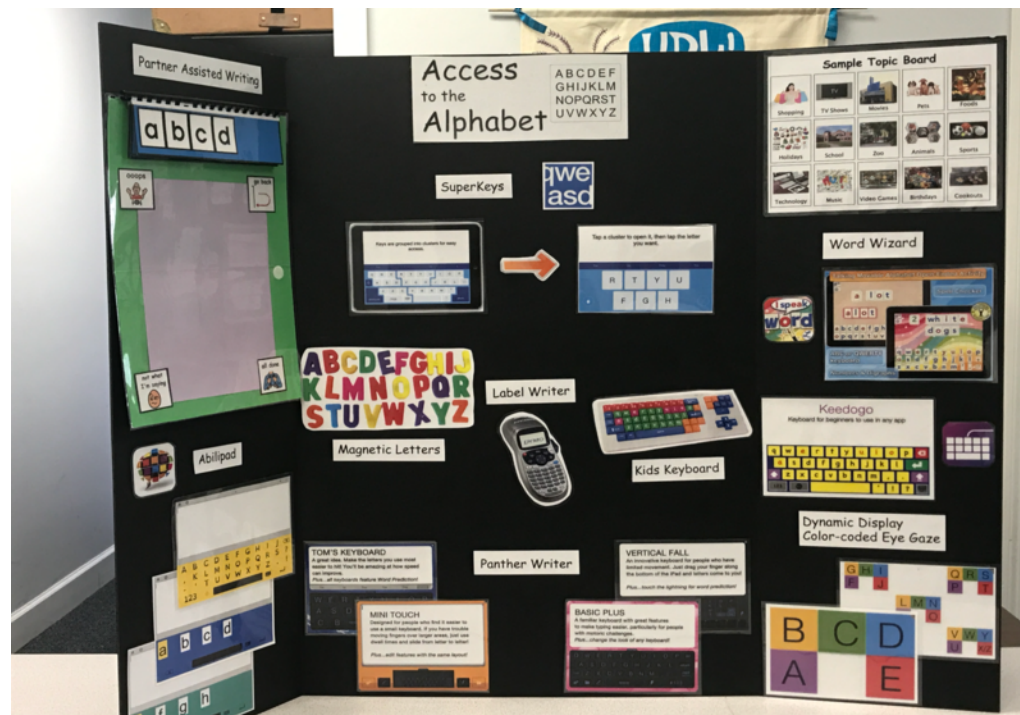
# Writing Demonstration



BIG!  
CHANGES

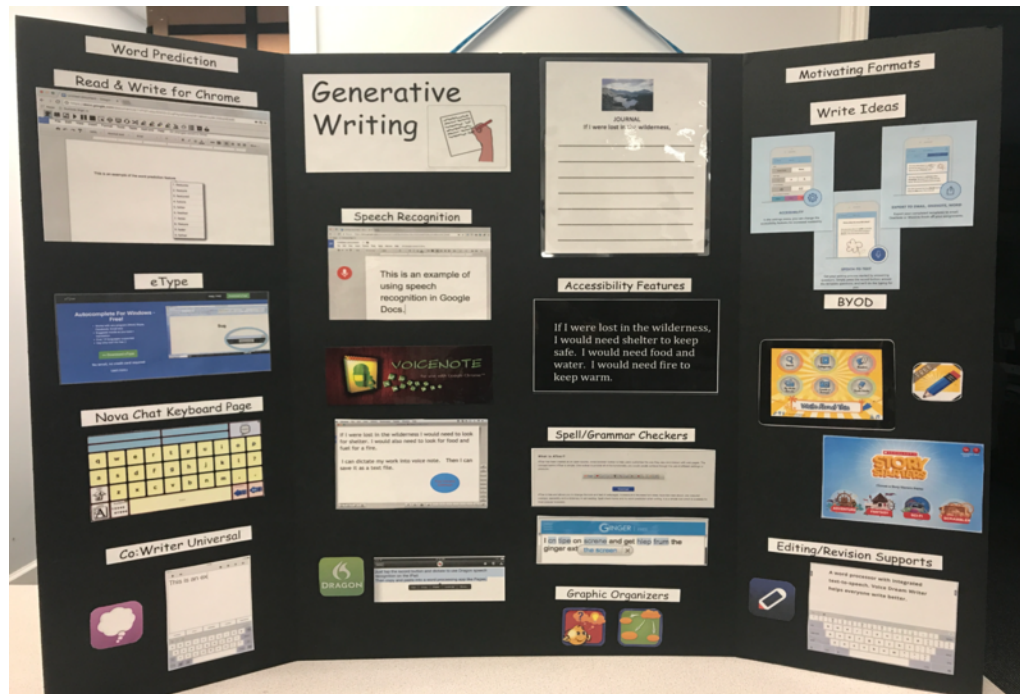


# Writing Demonstration





# Writing Demonstration



# Writing Demonstration TIPS



- Set up 2/3 tables in front of room at lunch
- Lots of information on boards – highlight the tools/programs that your district supports
- Review the notes of the Power Point
- Slide 40 Video – depending on time
- Engagement Slide – more content on slide
- Perceptions Activity – Pairs or small group time for share out

# Writing Demonstration



## Perceptions: Old vs. New

1	Research evidence does not exist demonstrating that writing with symbols is a necessary developmental first step supporting the development of writing skills for students with significant disabilities.	Old / New
2	Reading skills occur before writing skills.	Old / New
3	Symbol writing (pictographic writing systems) leads to conventional writing.	Old / New
4	Typically developing children write hundreds, if not thousands of times before becoming conventional writers.	Old / New
5	Spoken communication isn't needed during writing	Old / New
6	Exposure to the alphabet through meaningful writing opportunities facilitates the acquisition of early literacy skills.	Old / New
7	Students should show prerequisite literacy skills such as letter formation, phonemic or phonological awareness, or sound symbol connections.	Old / New
8	For students with significant disabilities, writing skills will be acquired if we teach them in simple, isolated tasks.	Old / New
9	Through repeated meaningful writing opportunities, writing skills may be observed in students with significant disabilities before reading skills.	Old / New
10	Early writing should be conventional.	Old / New
11	Research has shown that students with significant disabilities can make positive gains in writing when provided with consistent, strategy-based instruction.	Old / New
12	Work on fine motor skills leads to conventional writing skills.	Old / New
13	Many students with disabilities have lifelong fine motor constraints that inhibit the ability to produce legible text with ease. Fine motor activities (e.g. copying and tracing) do not enable students to learn that writing is a form of communication.	Old / New
14	The cognitive, in-the-head process of learning to read and write is the same for all individuals	Old / New
15	Older students cannot acquire writing skills.	Old / New
16	Beginning readers frequently read aloud during sustained silent reading because they have not yet developed their inner voice.	Old / New
17	Adults with significant disabilities who are introduced to systematic writing instruction are developing conventional writing skills.	Old / New
18	Conventional writing is not possible.	Old / New

# Writing Demonstration



## Writing Demonstration (11 items)

### Inventory List

#### All Writing

- Perceptions Activity

#### Access to the Alphabet

- Access to the Alphabet Display Board
  - Flip Chart
  - Sticky Note Alphabet
    - Velcro Alphabet
- Eye Gaze Panel with Base and Letters & Symbols

#### Easy Writing

- Easy Writing Display Board
- Sentence Strip Writing
  - Page Up

#### Generative Writing

- Generative Writing Display Board

#### File Folder List (Box 1)

- Sticky Note Alphabet
- Velcro Alphabet
- Perceptions Activity Key

#### Zippered Bag List (Box 2)

- Eye Gaze Panel Base and Letters & Symbols
- Page Up

#### Display Boards (Box 5)

- Access to the Alphabet Display Board
- Easy Writing Display Board
- Generative Writing Display Board

#### Remaining Items List

- Flip Chart (Box 1)
- Eye Gaze Panel (Box 1)

# Wrap up



- Self-Determination
- Case Studies
- Specialized Centers & Support
- Team Video
- Learning Goals – Checkmark  
(do they check in with their students?)



# ATC Set Up



- Set up the night before
- **Pink Read First book in Box 1 Exploration Guide**
- Also, each Activity File Folder will have a photo of the station and a printed list of items.  
Place empty file folder under table of station for quick clean up.
- Plug in any item that may need to be charged.
- Set out handouts and scale & checkmark

# ATC Set Packing & Return



- Pack up some activities at lunch
- Remember the power cords
- Turn off all devices
- Follow photo guide/printed list for easy packing
- ***Remember the tape I asked you to bring?***
- See **Plastic** envelope with Return Labels and Zip ties in Box 1.

# Exploration Equipment



<http://www.tlc-mtss.com/equipment-kits.html>



# Checking out Equipment Kits



## AT in the Classroom – Equipment Kits

- Please view kit availability calendar at <http://bit.ly/1k5oxT1>
- All requests must be submitted to [region3mtss@gmail.com](mailto:region3mtss@gmail.com) least 3 weeks prior of the training date or as early as possible.
- All trainer requests will receive an email confirmation of the kit availability from Linnzi Marks or Allison Uzzle
- Kits will be shipped 1 week before your training.
- All kits will need to be returned immediately after the scheduled training.
- A FedEx return label will be included with the kit to expedite the return process.
- Complete Training Kit Survey



*Technology and Learning Connections*

*Thank you, from*

*AT Work Group*

*Kathie Glus, Janet Good, Sheila Miguel, Josie Mongiovi,  
Teresa Pinder, Kathy Rose, Marcia Sterner, Elisa Wern*



*A Multi-Tiered  
System of Supports*

